DOCUMENT RESUME

ED 302 585 TM 012 653

TITLE Characteristics for Second Grade Mathematics Reading Tests, 1985. Second Edition. Georgia Criterion-Referenced Tests Objectives and Assessment.

PUB DATE Jul 85

NOTE 48p.; For related documents, see TM 012 652-656.

PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary School Students; Grade 2; *Mathematics Achievement; Mathematics Skills; Primary Education; Problem Solving; *Reading Achievement; Reading Comprehension; State Programs

IDENTIFIERS *Georgia Criterion Referenced Tests

ABSTRACT

The objectives and assessment characteristics of the Georgia Criterion-Referenced Tests of reading and mathematics for grade 2 are given to familiarize teachers and curriculum directors. In mathematics, objectives are defined for: (1) concept identification, testing understanding of the basic vocabulary and relationships of numbers; (2) component operations, testing the ability to do addition, subtraction, recognize symbols, and apply concepts; and (3) problem solving. For reading, objectives are defined for: (1) literal comprehension, understanding explicitly stated materials; (2) inferential comprehension, understanding information not literally expressed; and (3) problem solving. Assessment characteristics are listed for each objective to show the content required in grade 2 in everyday and academic contexts. Sample questions accompany each objective. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED302585

Georgia
Criterion-Referenced Tests
Objectives and Assessment

Characteristics for Second Grade Mathematics and Reading Tests 1985

(Second Edition)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ANNE MOUGHON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Georgia Department of Education

TM 012 452

BEST COPY AVAILABLE

Georgia
Criterion-Referenced Tests
Objectives and Assessment

Characteristics for Second Grade Mathematics and Reading Tests 1985

(Second Edition)

CONTENTS

Introduction 2

Mathematics 3
Mathematics Objectives 5
Cross-index for Mathematics Objectives 6
Mathematics Objectives and Assessment Characteristics 7

Reading 31
Reading Objectives 33
Cross-index for Reading Objectives 34
Reading Objectives and Assessment Characteristics 35

INTRODUCTION

The second edition of the Georgia Second Grade Criterion-Referenced Tests will be available as an optional test in Spring, 1986. As with all Georgia CRT's, the test items have been written, reviewed, and edited by Georgia teachers and curriculum staff who have had experience with second graders. These reviewers judged the content and reading level of the test items to be suitable for second grade students. These items were then field-tested on Georgia second grade students in Spring, 1985.

This document was designed to aquaint teachers and curriculum directors with the reading and mathematics objectives which are assessed by the second edition. The following highlights will assist you in using this document:

1. The phrasing of these objectives parallels what is used at other grade levels. The similarities emphasize continuity in test content that matches progression in the curriculum.

2. The Assessment Characteristics and sample test items describe the range of content and various ways it will be tested at this grade level. The sample test items and graphics are smaller in this document than they will appear on the student's test book.

3. In mathematics, the examiner (teacher) will pace or direct students to each question in the test. The questions will be read to the students. There are a few exceptions, and these are noted in these documents. The examiner's directions call the students' attention to graphs, figures, or other material related to the question.

4. In reading, students read all test items on their own. There are a few exceptions, and these are noted in these documents. Examiners direct students to each passage and allow enough time to answer all the related questions.

The content of these test objectives reflects the guidelines presented in state curriculum guides and other documents. However, schools have different materials, and their methods for teaching this content vary. This document can be used to compare assessment and instructional strategies. Should you have any questions about local curriculum, check with your curriculum director. For information about test content or state curriculum, contact the Division of Curriculum Services, Georgia Department of Education.

Mathematics

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES

SKILL AREA: CONCEPT IDENTIFICATION This skill area tests the student's understanding of the basic vocabulary of mathematics and the relationship of numbers and sets of points.

Objective 1: The student recognizes different names for whole numbers and fractions in the context of academic tasks or everyday situations.

Objective 2: The student identifies relations of sets or numbers in the context of academic tasks or everyday situations.

Objective 3: The student identifies sets of points and their relations in the context of academic tasks or everyday situations.

Objective 4: The student selects customary or metric units to measure time and length in the context of everyday situations.

SKILL AREA: COMPONENT OPERATIONS This skill area tests the student's ability to do addition and subtraction, recognize mathematical symbols, apply measurement and money concepts.

Objective 5: The student determines amounts of money in the context of academic tasks or everyday situations.

Objective 6: The student recognizes symbols (+ , − , = , < , >) in the context of academic tasks.

Objective 7: The student applies customary units to measure time and customary or metric units to measure length in the context of academic tasks or everyday situations.

Objective 8: The student uses the operations of addition and subtraction in the context of academic tasks.

SKILL AREA: PROBLEM SOLVING This skill area requires the student to apply concepts and problem solving skills in organizing and interpreting data.

Objective 9: The student selects the appropriate operation for a given problem situation in the context of academic tasks or everyday situations.

Objective 10: The student organizes members of sets in the context of academic tasks or everyday situations.

Objective 11: The student determines sequences in the context of academic tasks or everyday situations.

Objective 12: The student interprets data which have been organized in the context of academic tasks or everyday situations.

GEORGIA CRITERION-REFERENCED TESTS

CROSS-INDEX FOR SECOND GRADE MATHEMATICS OBJECTIVES

CURRENT OBJECTIVE	CONTENT	PREVIOUS # OBJECTIVE #
1 C*	Recognizes whole numbers & fractions	3, 4, 5
2 C	Identifies relations	1, 3, 11
3 C	Identifies sets of points	14, 16
4 C	Selects units to measure	17
5 OP	Determines amounts of money	18
6 OP	Recognizes symbols	9
7 OP	Applies units to measure	17, 19
8 OP	Computes whole numbers	6, 8, 10
9 P	Selects operations	10
10 P	Organizes data	12
11 P	Determines sequences	2, 12, 13
12 P	Interprets data	20

* C = Concept Identification Skill Area
OP = Component Operations Skill Area
P = Problem Solving Skill Area

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Concept Identification**

Objective 1: **The student recognizes different names for whole numbers and fractions in the context of academic tasks or everyday situations.**

Assessment Characteristics:

There are two content components for this objective, whole numbers and fractions.

Items involving whole numbers may require students to:

- translate words to numerals and numerals to words (up to 1000).
- determine a number represented by a model (up to 1000), such as bundles of sticks or blocks.
- identify the place value (hundreds, tens, and ones) for a given digit or recognize a number written in expanded notation.

Items involving fractions may require students to:

- identify fractions represented by parts of regions or parts of sets.

  Fractions are limited to halves, thirds, and fourths.

(Note: Larger numbers can be used as distractors. See first example.)

Examples for Objective 1:

translates words to numerals†

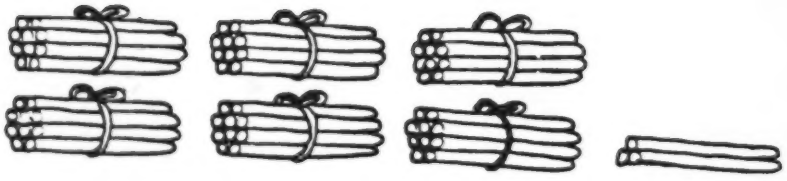
Which is two hundred seventeen?

(A) 27
(B) 200
*(C) 217
(D) 20017

translates numerals to words†

Which is 37?

(A) thirty
*(B) thirty-seven
(C) seventy-three
(D) three hundred seven



identifies place value

Which number is shown?

(A) 3 tens and 6 ones
*(B) 6 tens and 3 ones
(C) 6 tens and 6 ones
(D) 60 tens and 3 ones

† All items for this part of the objective are read by the students. The examiner's directions say, "Read the question and mark the answer on your answer sheet."

Examples for Objective 1:

632

recognizes place value

Which is in the tens place?

(A) 2
*(B) 3
(C) 6
(D) 10

recognizes expanded notation

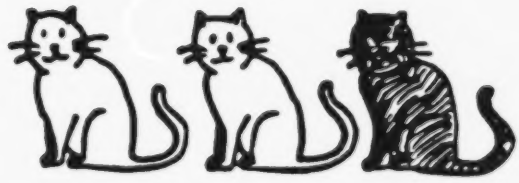
Which is another name for 3 ones and 8 tens?

(A) 11
(B) 38
*(C) 83
(D) 3810

interprets models for fractions

Which part is shaded?

*(A) ¼
(B) ⅓
(C) ¾
(D) ⅔



interprets models for fractions

Which part of the group is shaded?

(A) ³⁄₁
(B) ½
*(C) ⅓
(D) ³⁄₂

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Concept Identification**

Objective 2: **The student identifies relations of sets or numbers in the context of academic tasks or everyday situations.**

Assessment Characteristics:

There are three types of items for this objective.

- Items may include questions about one-to-one correspondence or equivalent sets.

  These items may require choosing which elements are members of a set, which are not members of a set, or which could be members of a set. The rule of set membership would be obvious to a second grader.

  Set terminology is not used.

- Items may require the student to compare whole numbers by determining which number comes before or after, or between others, or which number is greater than or less than another (up to 100).

  Items do NOT use symbols for less than (<) or greater than (>). Symbols are assessed in Objective 6.

- Items require using ordinal numbers up through tenths.

  A starting point in the set is indicated. The starting point may or may not be "first."

Examples for Objective 2:

identifies
one-to-one
correspondence

Which shows one house for each dog?

(A)

(B)

(C)

*(D)

compares
whole numbers

Which number is greater than 77?

*(A) 79
(B) 74
(C) 70
(D) 7

Examples for Objective 2:

compares whole numbers

Which comes before 83?

(A) 93
(B) 90
(C) 84
*(D) 82

ordinal numbers

The ball is on the first shelf.
Which toy is on the second shelf? †

(A)

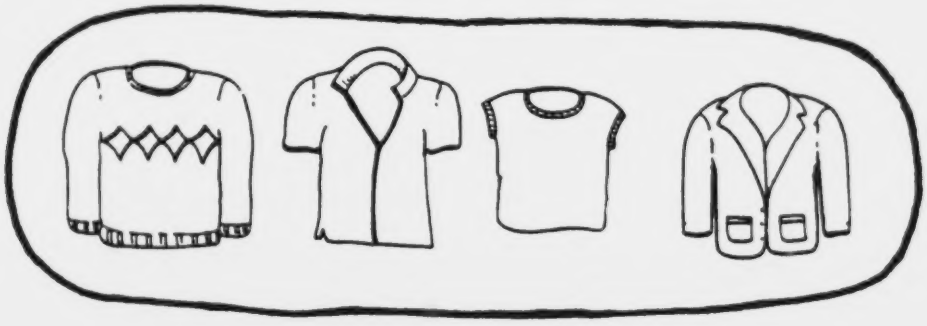
(B)

*(C)

(D)

† The question may also be asked: The ball is on the first shelf. Which shelf is the wagon on?

Examples for Objective 2:



identifies a subset

Which is part of the group?

(A)

*(B)

(C)

(D)

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Concept Identification**

Objective 3: **The student identifies sets of points and their relations in the context of academic tasks or everyday situations.**

Assessment Characteristics:

There are two types of items for this objective.

- Items may require identifying two or three dimensional shapes.

  Two-dimensional shapes include circles, squares, triangles, and rectangles.

  Three-dimensional shapes include spheres, cubes, cylinders, and cones. Common terms such as balls or boxes are not used in the items.

  Items do not confuse plane and solid shapes by referring to a teepee as a triangle. Two and three-dimensional shapes do not appear in the same test item.

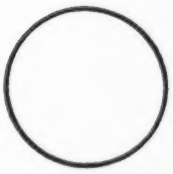
- Items may require students to identify geometric relations, such as:

  largest
  smallest
  same size
  same shape
  the same as, matching parts (symmetry) †

Sets of points may include drawings of objects (for example, apples or fish).

† Items may require identifying which object is symmetrical with respect to a specified line.

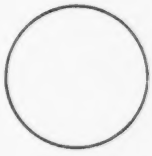
Examples for Objective 3:

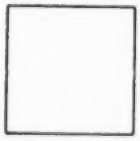


identifies geometric relations

Which is the same shape as the figure above?

(A)

*(B) 

(C) 

(D)

identifies geometric relations

Which picture can be folded along the dotted line so that the two parts match?

(A)

(B)

*(C)

(D)

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Concept Identification**

Objective 4: **The student selects customary or metric units to measure time and length in the context of academic tasks or everyday situations.**

Assessment Characteristics:

- Items may require identifying the unit for a specific measurement task.

  Appropriate units include:

minute	inch
day	foot
hour	centimeter
week	

- Items about time may require identifying the size of unit for a specific measurement task.

  "Month" may be used ONLY as a distractor, not in question.

- Items may require identifying which instrument could be used to measure time or length.

Examples for Objective 4:

selects appropriate unit of length

Which unit is used for measuring the length of a notebook?

(A) quart
(B) pound
*(C) inch
(D) pint

selects size of unit for time

About how long does a movie last?

*(A) 2 hours
(B) 2 days
(C) 2 months
(D) 2 weeks

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Component Operations**

Objective 5: **The student determines amounts of money in the context of academic tasks or everyday situations.**

Assessment Characteristics:

There are three types of items for this objective.

- Items may require the student to identify pennies, nickels, dimes, and quarters or to determine the value of a set of coins. There may be no more than nine coins with a value up to 99¢.

  "Counting money" items order coins from greatest to least in value.

- Items may require the student to recognize equivalent amounts of money.

- Items may require students to solve simple word problems.

  "Counting change" items order coins from least to greatest in value.

  Word problems which involve making change limit amount of purchase to 50¢

  Total purchases are no more than 99¢. There is no renaming in the problems.

Examples for Objective 5:

word problems

Janice had 50¢. She bought a toy for 30¢. How much did she have left?

(A) 2¢
(B) 5¢
*(C) 20¢
(D) 28¢

Examples for Objective 5:

reads amounts of money

How much money is shown?
(A) 6¢
(B) 38¢
*(C) 43¢
(D) 48¢

recognizes equivalent amounts

How many nickels are the same as a quarter?

(A)

(B)

(C)

*(D)

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Component Operations**

Objective 6: **The student recognizes symbols (+, −, =, <, >) in the context of academic tasks.**

Assessment Characteristics:

- Items may require the student to choose the symbol (+, −) to make a number sentence true.

  Problems are presented only in vertical form to assess this part of the objective.

  Addends up to 9 are used.

- Items may require students to interpret symbols by choosing the words that describe them.

  Items for this part of the objective provide a context, such as: 9 > 7; or 5 < 8.

  Items assessing =, <, > do NOT use the format "5 + 5 ☐ 10".

Examples for Objective 6:

chooses symbols

Which symbol makes the statement true?

$$\begin{array}{r} 14 \\ \square\ 1 \\ \hline 13 \end{array}$$

(A) +
*(B) −
(C) =
(D) >

interprets symbols

6 < 7

(A) 6 is equal to 7.
(B) 6 is added to 7.
*(C) 6 is less than 7.
(D) 7 is less than 6.

chooses symbol

Which symbol is used in subtraction?

(A) >
(B) <
(C) +
*(D) −

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Component Operations**

Objective 7: **The student applies customary units to measure time and customary or metric units to measure length in the context of academic tasks or everyday situations.**

Assessment Characteristics:

- Items require students to apply customary and metric units of measurement.

  Appropriate units for this objective include

day	inch
minute	foot
hour	centimeter
week	

  Units are not abbreviated.

  Digital notation may be used.

  Times are stated in hours and half-hours. The phrase "two-thirty," is used, not "half-past." When items test time on the half hour, a distractor will not be exactly one hour away from the correct answer, such as 2:30 and 3:30 or 5:30 and 6:30.

  Instruments that may be used include standard clocks, digital clocks, and rulers.

Examples for Objective 7:

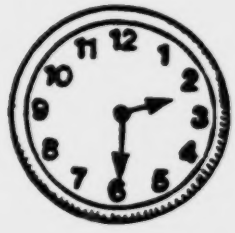
applies units of time

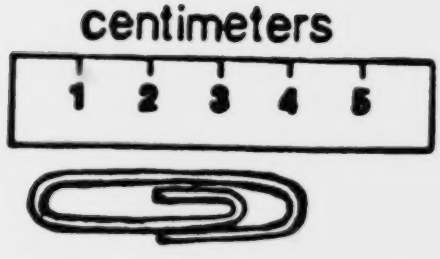
Which clock shows two-thirty?

(A)

(B)

(C)

*(D) 



applies units of length

About how many centimeters long is the paper clip?

(A) 1
(B) 3
*(C) 4
(D) 5

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Component Operations**

Objective 8: **The student uses the operations of addition and subtraction in the context of academic tasks.**

Assessment Characteristics:

There are three types of items for this objective:

- Items measure the addition and subtraction of whole numbers.

  Problems may be presented in horizontal or vertical form. Items may include:

  one- or two-digit numbers
  three one-digit addends (sums to 18)
  adding two two-digit numbers or a two-digit number and a one-digit number
  basic facts through 18 (for subtraction)
  renaming (in addition only)

  Items do NOT include missing addends, i.e., 4 + ☐ = 7 or 7 − ☐ = 3.

- Items may require recognizing the commutative property and the property of zero.

- Items may require solving one-step word problems, with sums no more than 100.

Examples for Objective 8:

add with whole numbers

$3 + 5 + 4 = \square$

(A) 8
(B) 9
(C) 11
*(D) 12

addition with regrouping

$$\begin{array}{r} 37 \\ +28 \\ \hline \end{array}$$

(A) 9
(B) 11
(C) 55
*(D) 65

Examples for Objective 8:

subtracts with whole numbers

```
  29
- 9
```

(A) 2
*(B) 20
(C) 28
(D) 38

subtracts with whole numbers

```
  28
-13
```

(A) 41
(B) 35
*(C) 15
(D) 5

solves word problems

Carlos has 3 boats. Joe has 12 boats. How many boats did they have in all?

(A) 3
(B) 9
(C) 12
*(D) 15

recognizes commutative property

44 + 5 =

(A) 44 – 5
(B) 4 + 4 + 5
(C) 44 + 4 + 5
*(D) 5 + 44

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Problem Solving**

Objective 9: **The student selects the appropriate operation for a given problem situation in the context of academic tasks or everyday situations.**

Assessment Characteristics:

- Items require students to choose which operation is needed to solve a problem, rather than compute an answer.

  Students will select either a number expression (e.g., 8 – 3 or 2 + 6) that represents the answer, or a number sentence (8 – 3 = 5 or 2 + 6 = 8) that represents what happened.

  Operations include addition and subtraction. Items are limited to one operation. Items do not always use key words (all, more than, etc.).

  Even though items do not require students to compute an answer, the numbers in the problems do not require renaming. Incorrect options are not miscalculations (8 – 3 = 3).

  When situations are presented pictorially, the teacher's directions provide an explanation to the students.

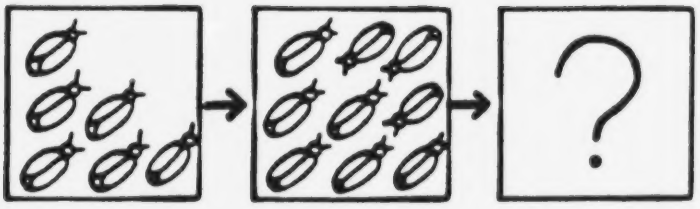
Examples for Objective 9:

selects appropriate operations

There were six children waiting for a ride home. Four of them got into one car. Which shows how many were left?

(A) 2 + 4
(B) 4 – 2
(C) 6 – 2
*(D) 6 – 4

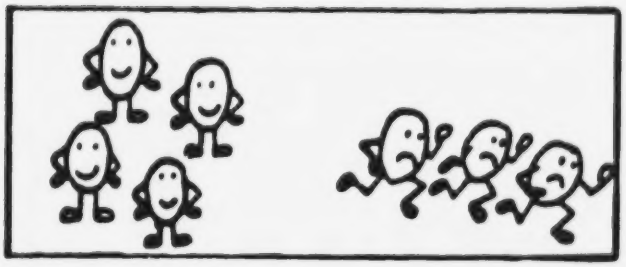
Examples for Objective 9:



selects appropriate operations

There were 6 ladybugs. 9 ladybugs joined them. Which shows how many ladybugs there are?

(A) 15 − 9 = 6
(B) 9 − 6 = 3
(C) 6 + 3 = 9
*(D) 6 + 9 = 15



selects appropriate operation

There were 7 potatoes. 3 potatoes ran away. Which shows how many potatoes are left?

(A) 10 + 3 = 13
(B) 10 − 3 = 7
*(C) 7 − 3 = 4
(D) 7 + 3 = 10

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Problem Solving**

Objective 10: **The student organizes members of sets in the context of academic tasks or everyday situations.**

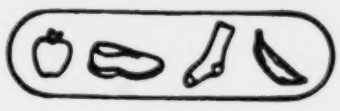
Assessment Characteristics:

- Items require students to organize elements of sets along one dimension.

  The universal set should be composed of members that can be organized according to size, shape, use, or shading.

  Items do NOT include shapes and solids in the same set, e.g., balloons with circles.

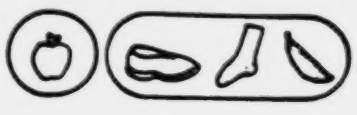
Examples for Objective 10:



organizes elements of sets

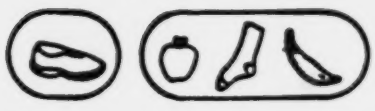
Which shows the set grouped by "things to eat" and "things not to eat"?

(A)



(B)

(C)



*(D)

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Inferential Comprehension**

Objective 5: **The student selects syntactically or semantically appropriate words in the context of academic materials or everyday situations.**

Assessment Characteristics:

There are two types of items for this objective.

- Items may require students to determine word meanings from context.

  Sentences or paragraphs provide sufficient context clues to help students determine the meaning of an underlined word. Words are not presented in isolation.

  The underlined word should be unfamiliar to students, but the other words in question and options should be easily recognized.

- Items may require students to identify the word or phrase that correctly completes a sentence.

Examples for Objective 5:

The elephant looked <u>enormous</u> standing next to the little, tiny mouse.

determines word meanings

<u>Enormous</u> means

*(A) big.
(B) old.
(C) small.
(D) sleepy.

selects syntactically appropriate words

Alice got out her pencil to _____ a story.

(A) wrote
*(B) write
(C) writes
(D) writing

selects semantically appropriate words

Danny played in the big square _____ .

(A) band
(B) bell
(C) bike
*(D) box

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Problem Solving**

Objective 11: **The student determines sequences in the context of academic tasks or everyday situations.**

Assessment Characteristics:

There are three types of items for this objective.

- Items may require students to determine numerical and nonnumerical sequences.

  Items may require counting by ones, twos, fives, or tens. Items do not require students to select the first member of a sequence.

  Sequences may use one- or two-digit numbers, presented from greatest to least or vice-versa.

  Sequences may use objects with patterns represented by changing shapes or shadings for instance. A pattern is established with at least two repetitions of the pattern.

- Items may require students to complete number lines.

  Number lines are in increments of one, two, five, or ten with a clear indication of the counting sequence. Sequences such as 6, 11, ☐ , 21 are not used. The numbers in the sequence are in multiples of the increment used, e.g., 10, 15, 20, ☐ , or 6, 8, 10, ☐

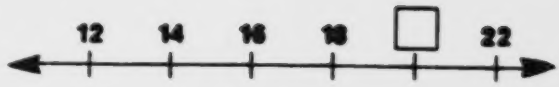
  Numbers are less than a hundred.

- Items may require students to order whole numbers.

  Whole numbers may be presented in either ascending or descending order.

Examples for Objective 11:

completes number line



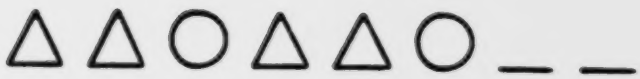
Which number belongs in the ☐ ?

(A) 19
*(B) 20
(C) 21
(D) 25

orders whole numbers

Which numbers are in order from least to greatest?

(A) 70, 71, 69
(B) 70, 69, 71
*(C) 69, 70, 71
(D) 69, 71, 70



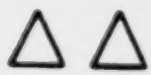
determine nonnumerical sequence

The shapes are in a special order.
Which shapes come next?

(A)

(B)

(C)

*(D) 

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE MATHEMATICS OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Problem Solving**

Objective 12: **The student interprets data which have been organized in the context of academic tasks or everyday situations.**

Assessment Characteristics:

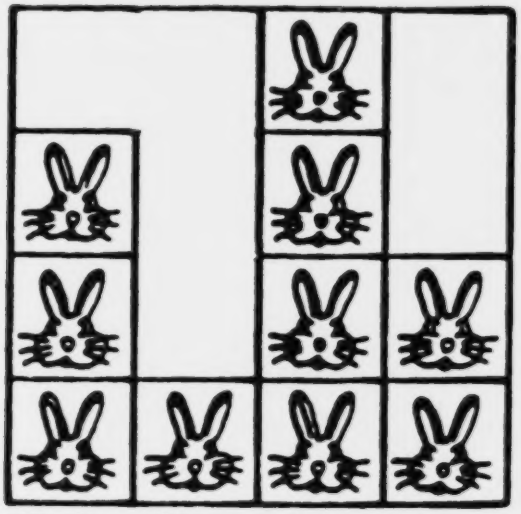
There are two types of items for this objective.

- Items may require reading a graph.
- Items may require drawing inferences from the data, such as "How many more marbles does Sally have than Lee?"

Graphs may be either bar graphs or pictographs. Bar graph units are clearly marked across the entire graph. Each picture in pictographs represents a single unit only. Graphs may be horizontal or vertical.

Examples for Objective 12:

Children's Bunnies



= 1 bunny

reads data in pictographs

How many bunnies does Cal have?

(A) 0
(B) 1
*(C) 3
(D) 4

draws inferences from pictographs

How many more bunnies does Ann have than Sue?

(A) 0
*(B) 1
(C) 2
(D) 4

reads data in pictographs

Who has the most bunnies?

(A) Cal
(B) Sue
*(C) Jake
(D) Anne

Reading

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES

SKILL AREA: LITERAL COMPREHENSION This skill area tests the student's understanding of information explicitly stated in written material. Literal comprehension items require the student to identify, interpret, and recognize explicit information and to follow directions in the context of academic materials or everyday situations.

Objective 1: The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.

Objective 2: The student identifies the main character in the context of everyday situations.

Objective 3: The student interprets instructions in the context of academic materials or everyday situations.

SKILL AREA: INFERENTIAL COMPREHENSION This skill area tests the student's understanding of information which is not expressed literally in written materials. Inferential comprehension items require the student to recognize and interpret implicitly stated information in the context of academic materials or everyday situations.

Objective 4: The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.

Objective 5: The student selects syntactically or semantically appropriate words in the context of academic materials or everyday situations.

Objective 6: The student classifies words in the context of academic materials.

SKILL AREA: PROBLEM SOLVING The problem solving skill area tests the student's skill at selecting and evaluating information in the context of words or passages.

Objective 7: The student selects letters representing beginning or ending sounds, matches single vowel sounds in words, and matches rhyming words in the context of words.

Objective 8: The student uses reference skills in the context of academic materials.

Objective 9: The student makes predictions in the context of academic materials or everyday situations.

GEORGIA CRITERION-REFERENCED TESTS

CROSS-INDEX FOR SECOND GRADE READING OBJECTIVES

CURRENT OBJECTIVE #	CONTENT	PREVIOUS OBJECTIVE #
1 LC	explicit main ideas, details, sequence of events, cause-effect	18
2 LC	main character	–
3 LC	interprets instructions	25
4 IC	implicit main ideas, details, sequence of events, cause-effect	19
5 IC	syntactics and semantics	12, 13, 14, 15, 17
6 IC	classifies words	21
7 PS	letters representing sounds, rhyming words	1, 2, 3, 4, 5, 6, 7, 8
8 PS	reference skills	22
9 PS	predictions	19

*LC = Literal Comprehension Skill Area
IC = Implicit Comprehension Skill Area
PS = Problem Solving Skill Area

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Literal Comprehension**

Objective 1: **The student recognizes explicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.**

Assessment Characteristics:

Items for this objective require the student to read a short passage and then answer questions about information explicitly stated in the passage.

There are four types of items for this objective.

- Items may require recognizing the main idea or main point of a short passage.

  The main idea is directly stated in a topic sentence that is usually, but not always, the first sentence of the passage.

- Items may require identifying details that are important to overall passage comprehension.

- Items may require identifying the sequence in which events have occurred in a passage.

  Words like "first," "last," "before," or "then" are used as signal words. The events are listed in the order of their occurrence. Items do not require putting events into numerical order.

- Items may require recognizing cause and effect relationships between two events or situations.

  Relational terms (e.g., "because", "since") are used to indicate the cause-effect relationship.

Examples for Objective 1:

Tommy wanted a snack because he was hungry. He did not want an apple or popcorn, but he did want a peanut butter and jelly sandwich. First, he got out some bread. Next, he found the peanut butter and jelly. After he made his sandwich, he ate it and drank a big glass of milk. "Now I feel better," Tommy said as he wiped the milk off his face.

explicit main idea

The story is about

* (A) Tommy's snack.
(B) eating popcorn.
(C) drinking milk.
(D) an apple.

explicit detail

Which did Tommy want to eat?

(A) apples
(B) popcorn
(C) cookies
*(D) a sandwich

explicit sequence of events

Which did Tommy do first?

(A) made a sandwich
(B) drank some milk
*(C) got out some bread
(D) found the peanut butter

explicit cause and effect

Which did Tommy do because he was hungry?

(A) ate an apple
(B) made breakfast
*(C) made a sandwich
(D) popped some popcorn

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Literal Comprehension**

Objective 2: **The student identifies the main character in the context of everyday situations.**

Assessment Characteristics:

- Items require the student to read a short passage in which at least four characters are mentioned, one of whom is the main character of the passage.

  Main characters are people, not animals.

  The main character is not necessarily introduced in the first sentence of the paragraph.

Example for Objective 2:

Robin promised her mom that she would clean her room. Just as Robin began, Amy and Jason came over to play. But Robin did not forget her promise. Before Amy and Jason left, they helped Robin put the toys away. Robin's mom said they all did a very good job.

main character

Who is the story mostly about?

*(A) Robin
(B) Jason
(C) Amy
(D) Mom

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Literal Comprehension**

Objective 3: **The student interprets instructions in the context of academic materials or everyday situations.**

Assessment Characteristics:

- Items require the student to use instructions or other directive information.

  Instructions may be typical of written class work (worksheets or textbooks) or directions given in everyday situations.

  Items assess concepts often required in following instructions, such as placing a name on a paper.

  Instructions are not read to the students; they are printed in the test book as part of the item.

  Instructions include one- or two-step directions.

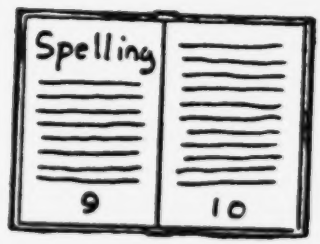
Example for Objective 3:

interprets instructions

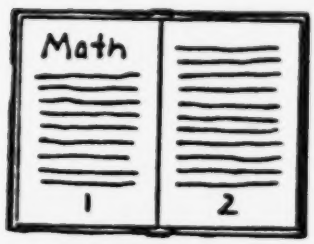
The teacher was talking to the class. She said, "Get out your spelling books. Open them to page 10." Which shows what the teacher asked the class to do?

(A)

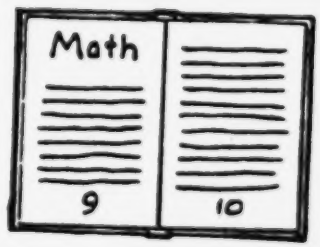
*(B)



(C)



(D)



GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Inferential Comprehension**

Objective 4: **The student recognizes implicitly stated main ideas, details, sequences of events, and cause and effect relationships in the context of academic materials or everyday situations.**

Assessment Characteristics:

Items for this objective require the student to read a short passage and then answer questions about information implied in the passage. Implicit information can be thought of as being "between the lines" of a passage.

There are four types of items for this objective.

- Items may require identifying the main idea, which states the major point or purpose of the passage.

  An implicit main idea is not found in a single sentence in the passage. It must be inferred from more than one sentence. Selecting the best title for a passage is one way to assess an implicit main idea.

- Items may require identifying details which are necessary or relevant to overall passage comprehension but not directly stated in the passage.

- Sequence of events items ask about an event that was not directly stated in the passage.

  Events are presented in the passage in order of occurrence. Events would not be presented this way: "There are branches all over the ground this morning. We had a storm last night." They would be presented chronologically: "We had a storm last night. There are branches all over the ground this morning."

  Items do not ask about the final (unstated) event in a series. These items are defined as predictions.

- Items may require identifying cause and effect relationships between two events or situations.

  The relationship is clearly implied, without using specific signal words ("because" or "since").

Examples for Objective 4:

Susan did not close the gate to the yard when she left for school. When she got home, Freddy was gone. Meg and Robert came over to help her find her dog. Susan looked behind the garage. Meg and Robert looked in the yard. Then they walked around the block. On the way back to Susan's house, Robert looked in the neighbor's dog house. "There you are, Freddy!" Robert said.

implicit
main idea

Which is the best title?

*(A) The Lost Dog
(B) Susan and Meg
(C) The New Dog House
(D) Susan's Day at School

implicit
detail

Which is the dog's name?

(A) Meg
*(B) Freddy
(C) Robert
(D) Susan

implicit
sequence

Where is the last place someone looked?

(A) at school
(B) in Susan's yard
*(C) in the dog house
(D) behind the garage

implicit
cause and effect

Why wasn't Susan's dog in her yard?

*(A) Susan left the gate open.
(B) Her friends took care of him.
(C) The neighbors played with him.
(D) Susan didn't close the door to the garage.

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Inferential Comprehension**

Objective 6: **The student classifies words in the context of academic materials.**

Assessment Characteristics:

There are two types of items for this objective.

- Items require the student to select a word that belongs with a set of three words.

  Words in the set are expected to be a part of a second grader's reading vocabulary.

- Items may require students to recognize the basis for a classification.

  The basis for classification is expected to be obvious to a second grader.

Examples for Objective 6:

tiger, zebra, elephant

classifies words

Which word belongs with these?

(A) dog
*(B) lion
(C) mouse
(D) turtle

recognizes basis of classification

Red, green, blue are all

(A) animals.
(B) books.
*(C) colors.
(D) games.

42

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Problem Solving**

Objective 7: **The student selects letters representing beginning or ending sounds, matches single vowel sounds in words, and matches rhyming words in the context of words.**

Assessment Characteristics:

There are three types of items for matching sounds in words.

- Items require students to match letters to beginning or ending sounds.

  Two-letter blends and digraphs may be included.

- Vowel items contain a single long or a single short vowel sound. Silent "e" may be included.

- Items may include rhyming words which do not have the same visual pattern.

  Words that may be affected by dialect variations (for example, "pin" and "pen") are not included. Words which do not follow common phonetic patterns (for example, "tough") are not used.

Sounds are always presented in the context of words that are common to a second grader's reading vocabulary. "The 'buh' sound" and "the sound 'b' makes" are not used in the item directions.

Examples for Objective 7:

(Which letter matches the sound at the beginning of "book"?) †

matches letter to beginning sound

*(A) b
(B) k
(C) d
(D) u

† NOTE: When items require students to select beginning or ending letters, students see only the four options in their test books. The question is read by the teacher.

Examples for Objective 7:

matches single vowel sounds

Which word has the same sound as "i" in bike?

(A) bake
(B) poke
*(C) ice
(D) sit

matches rhyming words

Which word rhymes with hide?

(A) bed
(B) hard
(C) hat
*(D) ride

matches rhyming words

Which word rhymes with coat?

(A) cot
*(B) note
(C) tone
(D) top

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Problem Solving**

Objective 8: **The student uses reference skills in the context of academic materials.**

Assessment Characteristics:

- Items may require students to alphabetize up to three words.

  Words are alphabetized to the first letter only. The phrase "A-B-C" order may be used.

  Alphabetizing is the only component of reference skills that is assessed at this grade level.

Example for Objective 8:

alphabetizes words

Which shows the words in A-B-C order?

(A) cat
den
boat

(B) den
cat
boat

*(C) boat
cat
den

(D) boat
den
cat

GEORGIA CRITERION-REFERENCED TESTS
SECOND GRADE READING OBJECTIVES
AND ASSESSMENT CHARACTERISTICS

Skill Area: **Problem Solving**

Objective 9: **The student makes predictions in the context of academic materials or everyday situations.**

Assessment Characteristics:

- Items for this objective require the student to predict the next event of a passage.

  The prediction is a logical, but unstated, outcome of a situation described in a passage.

  Prediction implies a future event. Information in the passage is developed so that a single predictable event is plausible, but not stated.

  The phrasing of the question indicates that the event has not happened yet.

Example for Objective 9:

Katie and her brother had been outside playing. Katie ran into the kitchen and smelled something cooking. Mother said, "Don't go back outside. Please set the table."

predictions

Which will Katie most likely do after she sets the table?

*(A) eat supper
(B) cook supper
(C) go out to play again
(D) tell her brother good-bye

46

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Carl D. Perkins Vocational Education Act of 1984); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Ann Lary, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Public Libraries
Title IX — Myra Tolbert, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

Student Assessment Unit
Standards and Assessment Division
Office of Planning and Development
Georgia Department of Education
Charles McDaniel
State Superintendent of Schools
July 1985

S2444/3M